DOCUMENT RESUME

ED 142 887 CG 011 618

AUTHOR Chaples, Ernest A.; And Others
TITLE Racial Attitudes of Australian Tertiary Students. University of Maryland Cultural Study Center Research Report No. 4-76.
INSTITUTION Maryland Univ., College Park. Cultural Study Center.
PUB DATE [76]
NOTE 29p.

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS *Bias; *College Students; Cross Cultural Studies; *Ethnocentrism; *Foreign Countries; Higher Education; *Racial Discrimination; *Racism; Reactive Behavior; Research Projects
IDENTIFIERS *Australia

ABSTRACT

Three forms of the Situational Attitude Scale (SAS), measuring attitudes toward Aborigines, New Australians and a neutral form, were administered to 314 white Australian university and college students (New Australians are immigrants from non-English speeking European countries). Analysis of the data indicated that white Australian students have a positive bias in favor of both Aborigines and New Australians, although they were more negative toward New Australians supporting the general hypothesis that the more culturally relevant the minority group, the more likely that group is to be perceived unfavorably by the majority culture. Experimenters discussed findings in items of their application to other countries and concluded that Australians were not as negative toward their culturally relevant outgroup as were Americans, Danes or Japanese. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

CULTURAL STUDY CENTER

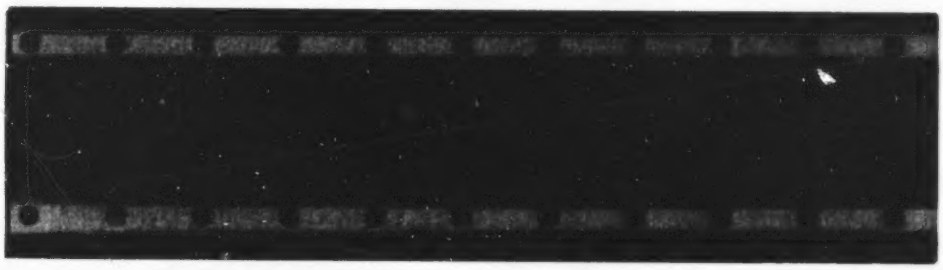
DATA CENTER

UNIVERSITY OF MARYLAND

College Park, Maryland

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.



CS 011618

CULTURAL STUDY CENTER
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND

RACIAL ATTITUDES OF AUSTRALIAN TERTIARY STUDENTS

Ernest A. Chaples[1], William E. Sedlacek[2] and Javier Miyares[2]

Research Report # 4-76

[1]Department of Government, Sydney University
[2]Counseling Center, University of Maryland

The computer time for this job was supported in full through the facilities of Computer Science Center of the University of Maryland.

CULTURAL STUDY CENTER
UNIVERSITY OF MARYLAND
COLLEGE PARK, MARYLAND

RACIAL ATTITUDES OF AUSTRALIAN TERTIARY STUDENTS

Ernest A. Chaples, William E. Sedlacek and Javier Miyares

Research Report # 4-76

SUMMARY

Three forms of the Situational Attitude Scale (SAS), measuring attitudes toward Aborigines, New Australians and a neutral form, were administered to 314 white Australian university and college students (New Australians are immigrants from non-English speaking European countries). Data were analyzed, using fixed effects analysis of variance at .05 and Scheffe' post hoc tests at .10. Results showed that white Australian students have a positive bias in favor of both Aborigines and New Australians, although they were more negative toward New Australians. The results support the general hypothesis that the more culturally relevant the minority group, the more likely that group is to be perceived unfavorably by the majority culture. Results are discussed in terms of findings in other countries, and it was concluded that Australians were not as negative toward their culturally relevant outgroup as were Americans, Danes, or Japanese.

Compared to other western countries with substantial cultural and racial minorites, empirical research on the structure and nature of attitudes towards minorities in Australia has not been extensive. What research there is seems to make two principal points. First, there appears to be a wide range of attitudes towards racial and cultural minorities with the specific group in question playing a large role in determining the degree of tolerance to minorities which is exhibited by Australians (Alder and Taft, 1966). The second major point is that while prejudiced attitudes are still much in evidence in Australia, prejudice towards most outgroups seems to be declining and should continue to decline in the future if present trends continue to be realized (Beswick and Hills, 1972).

Beswick and Hills, in particular, place great faith in their findings, that ethnocentric attitudes are found to be least prevalent among young people and among the well-educated. Other studies bear out this point to one degree or another. Feather and Wasyluk (1973) find that both Ukranian and Australian university students are substantially less 'ethnocentric' than their respective parents in their attitudes towards Aborigines and Asians. Stanley (1969) has found that University of New England students demonstrate a high degree of tolerance for Aborigines and that these students are more tolerant of blacks than a comparable group of American university students who had completed the same questionnaire.

Despite the fact that considerable emphasis is placed in existing research on the type of social relationship in question in determining the potential for prejudiced attitudes (Beswick & Hills, 1972; Richardson & Taft, 1968; Trlin & Johnston, 1973), all the research to date has been dependent on rather direct survey-type questions which have been shown to be very susceptible to bias in the direction of socially desirable norms. Since convincing research

suggests that individuals will often rationalize and bias their answers on direct questions involving racial and ethnic prejudice (Sedlacek & Brooks, 1971; Zavalone & Cook, 1965), an improvement in the methodological approach used in testing for prejudice would seem to be in order if we are to obtain a better idea of how Australians view racial and ethnic minority groups. The introduction of the Situational Attitude Scale method for measuring such socially controversial attitudes would seem to be a distinct improvement on most of the methods previously used for this purpose (Sedlacek & Brooks, 1972; Sedlacek, Brooks and Chaples, 1971).

In addition, if we are to know more about how Australians view other racial and ethnic groups who are present in substantial numbers in Australia, it will be necessary to focus on the tentative conclusion that racial and ethnic prejudice is least likely to be found among the young and the well-educated. This study will attempt to examine this proposition by focusing on a group of undergraduate students studying a socially related curriculum in Sydney and Melbourne tertiary institutions. If prejudiced attitudes are declining in Australia, this decline should be clearly visible among this youthful and highly educated group who are currently involved in the study of Australian and international social problems.

Method

Instrumentation

The Situational Attitude Scale (SAS) has been developed in the United States to measure the degree of prejudice which American whites hold for American blacks (Sedlacek & Brooks, 1970, 1972). The methodology has successfully demonstrated its utility, however, for measuring prejudiced attitudes in other cultures (Chaples, Sedlacek, & Brooks, 1972; Brooks, Sedlacek, & Chaples, 1974; Forrer, Sedlacek, & Agarie, in press).

The SAS instrument measures attitudes by assessing reactions to ten personal and social situations which have some relevance to a racial or 'out-group' response. For each situation, ten bipolar semantic differential scales are applied, making a total of 100 items in the SAS. The original SAS instrument includes two separate forms, with each form containing the same situations, bipolar scales and instructions. In one form, however, the word 'black' has been inserted into each situation. The positive pole for each item is varied randomly from right to left to avoid response set.

For use with Australian tertiary students, three forms have been employed. Each form contains the identical situations and bipolar scales used in the original SAS except that in Form B the word 'Aboriginal' and in Form C the term 'New Australian' have been used (see Tables 1 & 2). The term 'Aboriginal' is used in this study because extensive pretesting seems to suggest that 'black' is too general a term to be used with Australian subjects and that 'Aboriginal' focuses attention very clearly on Australian native blacks. The term 'New Australian' is used because pretesting also suggests that 'New Australian' is a term with a very high degree of recognition among white Australians. The term 'New Australian' is used to refer, in general, to all migrants who are not from English-speaking countries, and particularly, to migrants from southern and eastern European and Mediterranian countries.

Subjects

These three forms of the SAS were administered to 314 white students at Sydney and La Trobe Universities, Sydney Teachers College and the New South Wales Institute of Technology. The questionnaires were administered in nine different regularly scheduled class meetings. The respondents included first, second and third year students as well as one small fourth year postgraduate group at Sydney Teachers College. The questionnaires were completed anonymously. A total of eight questionnaires were not included in the

analysis because respondents either left more than ten items blank or indicated their unwillingness to participate in the experiment. The median scale value (scale 0 to 4; 2 = median) was assigned to any missing item responses, providing that there were ten or fewer blank items on a given questionnaire. The final usable number of questionnaires was 306: 101 Form A's, 104 Form B's and 101 Form C's.

The SAS was administered by instructors, tutors, and research assistants. The questionnaires were distributed so that each participant had an approximately equal chance of receiving any of the three forms. The participants were not aware that there were different forms of the questionnaire. Administration of the instrument required 20-35 minutes.

The participants included 154 males and 152 females. They were predominantly students from the Faculties of Arts (Humanities) and Economics, and at the time of their participation in the experiment, all were enrolled in a social studies course relating to Australian politics, Australian education or Australian society.

Data Analysis

Data were analyzed using fixed effects analysis of variance at the .05 level employing Searle's (1971) decision rules on the order of computation of sources of variance. Scheffe´(1959) post hoc tests were conducted on appropriate items showing initial significance.

Results

Table 2 shows the means and standard deviations by sex by form for each SAS item. Forty one items were significant on form, 31 on sex and 8 on the interaction of form and sex. Scheffe´post hoc tests revealed differences between two or more forms on 37 items (see Table 2). According to Sakoda, Cohen and Beall (1954), one would expect about 9 tests to be significant out

of 100 conducted, so it appears that the main effects of form and sex showed significance beyond chance and the interaction did not.

There is no empirical evidence produced by the SAS as to the positivity or negativity of either item pole. If we do attribute 'goodness' or 'badness' to either pole on the basis of the social desirability of the dimension involved, however, the results when the word 'Aboriginal' is inserted (Form A vs. B) produce a clear and generally consistent pro-Aboriginal bias for eight of the ten SAS situations. The two exceptions to the pattern involve situation I (the new family next door) for which no significant differences are found, and situation X (the only person standing on bus) where the results are somewhat contradictory. In the situation where the respondent is the only person standing on the bus, Australian students felt more love if the other passengers were Aborigines and also were significantly less resentful , but at the same time they were more anxious and felt more conspicuous.

A similar pattern emerges when Forms A and C are compared and when the words 'New Australian' are added to the ten SAS situations. While the number of significant items is not as great as with the comparisons between Forms A and B, the results for seven of the ten social situations indicate a statistically significant pro-New Australian bias among respondents. The exceptions are situations II (man raped woman), VIII (youngster steals) and X (only person standing on bus).

A comparison of Forms B and C shows that Australian students felt consistently more negative toward New Australians than Aborigines in situations II (man raped woman), III (man selling magazines), IV (loitering men), VI (stopped by policeman) and IX (campus demonstration). However students felt more secure, inconspicuous, and calm but more indignant toward New Australians

on a bus (situation X) as compared to Aborigines. There were no differences between Forms B and C on situations I (new family next door), V (friend engaged), VII (person joins social group), and VIII (youngster steals).

On the main effect of sex, women showed more positive attitudes toward four situations [II (rape), III (magazine salesman), IV(loitering men), and VIII (youngster stealing)]than men. Men, however, responded more positively than women to situations I (new family), VI (policeman), VII (social group) and IX (campus demonstration). There were no differences between male and female reactions to situations V (engaged), and X (bus).

Discussion

White Australian students show a positive bias in favor of both Aborigines and New Australians, although they were more negative toward New Australians. This result is consistent with Stanley's (1969) findings on Australian students at the University of New England and similar to studies done with versions of the SAS in Denmark (Brooks, Sedlacek and Chaples, 1974; Chaples, Sedlacek and Brooks, 1972) and Japan (Forrer, Sedlacek and Agarie, in press).

While the particular situations generating the strongest reaction has varied across the countries studied, some further evidence for the importance of cultural relevance in determining racial or ethnic attitudes is contained in this study. The more culturally relevant the minority group, the more likely that group is to be perceived unfavorably by the majority culture. For instance, in Denmark and Japan blacks were viewed more favorably than the majority culture (presumably measured by Form A). Because there are so few blacks in Denmark and Japan, blacks do not represent a culturally relevant outgroup.

That is, Danes and Japanese do not have to interact individually or collectively with blacks, so it is easy to respond positively to a hypothetical

situation. While there are more blacks (Aborigines) in Australia, there has been almost no entry or access of the Aborigines into the mainstream Australian lifestyle, so that they are not culturally relevant to most Australians. However, many Australians have much more contact with New Australians, who tend to live in urban areas where most of the students in the study reside, and role conflicts and the problems of cultural adjustment or assimilation are more likely to be perceived. This is similar to the attitdes of Danes toward Mediterraneans, Japanese toward Koreans or Americans toward blacks. However, it should be added that Australians were not as negative toward their culturally relevant outgroup as were the Danes, Japanese or Americans.

The discussion thus far seems to contradict the basic notion that increased contact, desegregation, integration, etc. brings about improved intergroup relations and positive attitudes.

Amir (1969) reviewed a number of research articles regarding the effects of intergroup contact on ethnic relations. He noted increasing evidence in the literature to support the view that contact between members of ethnic groups tends to produce changes in attitudes between these groups. However, the direction of the changes depends largely on the conditions under which contact has taken place: "favorable" conditions tend to reduce prejudice, but "unfavorable" conditions may increase intergroup tension and prejudice. Some of the favorable conditions discussed by Amir which tend to reduce prejudice are (a) equal status contact between members of the various ethnic groups, (b) contact between members of a majority group and higher status members of a minority group, (3)"authority" and/or social climate that favor and promote intergroup contact, (d) contact of an intimate rather than a casual nature, (e) intergroup contact that is pleasant or rewarding, (f) interaction of members of both groups in important group activities or development of common goals that are higher ranking in importance than the individual goals of each.

Let us take Amir's conclusions and point to implications for higher educators, planners and policy makers.

Equal status contact requires that we plan an educational system which does not relegate one group to separate institutions or certain fields of study or special programs of lesser status. All groups must be part of the main stream of the institution's programs. Currently, New Australian students are uncommon at Australian universities, and Aboriginal students are extremely rare.

By beginning our planning with the best and most capable minority group students as part of our colleges and universities, we can make the maximum initial positive impact on racial attitudes.

It also seems clear that Amir's Point C refers to the climate and atmosphere set by the administration, faculty and staff of a university. We can't rely on students to do it alone; students respond in a context. Reinforcing the importance of positive racial attitudes directly and indirectly is necessary.

Contact of an intimate, rather than casual, nature implies that we should encourage intergroup interaction at all levels of socialization, including living, working and studying together. For example sustained, regular contact rather than short term, aperiodic contact between racial groups has been shown to have a positive effect on inter-racial attitudes of American students (Brooks, Sedlacek and Mindus, 1973).

Perhaps the most all-encompassing conclusion of Amir's is that it must be perceived as in the best interests of both groups to develop and work for common goals. Aside from the points previously discussed here, this would seem to be a key role for the formal education process. By analysis and study of the society and human relations, students and others should be better able to understand the benefits of intergroup cooperation.

Those who wish to be optimistic about the state of racial and ethnic relations in Australia can gain solace in the substantial amount of sympathy for and interest in Aborigines and New Australians which is exhibited by Australian students. Those who wish to be pessimistic can point out that the evidence does not demonstrate that the long-sought Australian goal of assimilation for cultural minorities has been achieved (Pittock, 1972; Adler and Taft, 1966), but instead points to a continued recognition of Aborigines and New Australians as people who are 'different' from other Australians in a social context. Such pessimists can suggest that the recognition of such differing reactions to minorities -- even where the differing reactions imply some reverse or positive bias -- does not support the contention at all that prejudiced attitudes are disappearing, even among Australia's youthful and well-educated student elite.

References

Adler, D. L. and Taft, R. Some psychological aspects of immigrant assimilation. In A. Stoller (Ed.), New faces: Immigration and family life in Australia. Melbourne: F. W. Cheshire, 1966.

Amir, Y. Contact hypothesis in ethnic relations. Psychological Bulletin, 1969, 71, 319-342.

Beswick, D. G. and Hills, M. D. A survey of ethnocentricism in Australia. Australian Journal of Psychology, 1972, 24, 153-163.

Brooks, G. C., Jr., Sedlacek, W. E., & Chaples, E.A. A cross-cultural comparison of Danish and U. S. attitudes toward minority groups. Research in Higher Education, 1974, 2, 207-220.

Brooks, G. C., Jr., Sedlacek, W. E., & Mindus, L. A. Interracial contact and attitudes among university students. Journal of Nonwhite Concerns in Personnel and Guidance, 1973, 1, 102-119.

Chaples, E. A., Sedlacek, W. E., & Brooks, G. C., Jr. Measuring prejudicial attitudes in a situational context: A report on a Danish experiment. Scandinavian Political Studies, 1972, 7, 235-247.

Feather, N. T. and Wasyluk, G. Subjective assimilation among Ukranian migrants: Value similarity and parent-child differences. Australian and New Zealand Journal of Sociology, 1973, 9, 16-31.

Forrer, S. E., Sedlacek, W. E., & Agarie, N. Racial attitudes of Japanese university students. Research in Higher Education, (in press).

Pittock, A. B. Towards a multi-racial society. In F. S. Stevens (Ed.), Racism: The Australian Experience, Vol. 3. Syndey, Australia: Australian and New Zealand Book Company, 1972.

Richardson, A. and Taft, R. Australian attitudes towards immigrants: A review of social survey findings. International Migration Review, 1968, 2, 46-55.

Sakoda, J. M., Cohen, G. H., & Beall, G. Tests of significance for a series of statistical tests. Psychological Bulletin, 1954, 51, 172-175.

Scheffe´, H.T. The analysis of variance. New York: Wiley, 1959.

Searle, S. R. Linear models. New York: Wiley, 1971.

Sedlacek, W. E. and Brooks, G. C., Jr. Measuring racial attitudes in a situational context. Psychological Reports, 1970, 27, 971-980.

Sedlacek, W. E. and Brooks, G. C., Jr. Social acceptability in the measurement of racial attitudes. Psychological Reports, 1971, 29, 17-18.

Sedlacek, W. E. and Brooks, G. C., Jr. Situational Attitude Scale (SAS) Manual. Chicago: Natresources, Inc., 1972.

Sedlacek, W.E., Brooks, G.C., Jr., & Chaples, E.A. Problems in measuring racial attitudes: An experimental approach. Counseling Center Research Report # 11-71, University of Maryland, College Park, 1971.

Stanley, G. Australian students' attitudes to Negroes and aborigines on the Multi-factor Racial Attitude Inventory. Journal of Social Psychology, 1969, 77, 281-282.

Trlin, A. D., and Johnston, R.J. Dimensionality of attitudes toward migrants: A New Zealand example. Australian Journal of Psychology, 1973, 25, 183-189.

Zavallone, M. and Cook, S.W. Influence of judge's attitudes on ratings of favorableness of statements about a social group. Journal of Personality and Social Psychology, 1965, 1, 43-54.

Table 1

Instructions and Situations from the Situational Attitude Scale (SAS)*

INSTRUCTIONS

*This questionnaire measures how people think and feel about a number of racial and personal incidents and situations. It is not a test so there are no right or wrong answers. The questionnaire is anonymous so please DO NOT SIGN YOUR NAME.

Each item or situations is followed by 10 descriptive word scales. Your task is to select, for each descriptive scale, the rating which best describes YOUR feeling towards the item.

Sample item: Going to a party

happy A B C D E sad

You would indicate the direction and extent of your feelings, (e.g., you might select B) by indicating your choice (B) on your response sheeting by blackening in the appropriate response circle for that word scale. DO NOT MARK ON THE BOOKLET. Please respond to all word scales.

Sometimes you may feel as though you had the same item before on the questionnaire. This will not be the case, so DO NOT LOOK BACK AND FORTH through the items. Do not try to remember how you checked similar items earlier in the questionnaire. MAKE EACH ITEM A SEPARATE AND INDEPENDENT JUDGMENT. Respond as honestly as possible without puzzling over individual items. Respond with your first impressions wherever possible.

SITUATIONS

SITUATION	Form A	Form B	Form C
I	A new family moves next door to you.	An Aboriginal family moves in next door to you.	A New Australian family moves in next door to you.
II	You read in the newspaper that a man has raped a woman.	You read in the newspaper than an Aboriginal man has raped a white woman.	You read in the newspaper that a New Australian man has raped a white woman.
III	It is evening and a man appears at your door saying he is selling magazines.	It is evening and an Aboriginal man appears at your door saying he is selling magazines.	It is evening and a New Australian man appears at your door saying he is selling magazines.

IV	You are walking down the street alone and must pass a corner where a group of five young men are loitering.	You are walking down the street alone and must pass a corner where a group of five young Aboriginal men are loitering.	You are walking down the street alone and must pass a corner where a group of five young New Australian men are loitering.
V	Your best friend has just become engaged.	Your best friend has just become engaged to an Aborigine.	Your best friend has just become engaged to a New Australian.
VI	You are stopped for speeding by a policeman.	You are stopped for speeding by an Aboriginal policeman.	You are stopped for speeding by a New Australian policeman.
VII	A new person joins your social group.	An Aborigine joins your social group.	A New Australian joins your social group.
VIII	You see a youngster steal something in a bargain store.	You see an Aboriginal youngster steal something in a bargain store.	You see a New Australian youngster steal something in a bargain store.
IX	Some students on campus stage a demonstration.	Some Aboriginal stu- on campus stage a demonstration.	Some New Australian students on campus stage a demonstration.
X	You get on a bus and you are the only person who has to stand.	You get on a bus that has all Aborigines aboard and you are the only person who has to stand.	You get on a bus that has all New Australians aboard and you are the only person who has to stand.

*The Situational Attitude Scale is copyrighted and available from Natresources, Inc., Test Division, 520 N. Michigan Avenue, Chicago, Illinois 60611, U.S.A.

Table 2

Means and Standard Deviations for the Australian SAS[a]

ITEM NO.	SITUATIONS[b] BIPOLAR ADJECTIVE DIMENSION	Men Form A (N=40) Mean	S.D.	Men Form B (N=56) Mean	S.D.	Men Form C (N=57 Mean	S.D.	Women Form A (N=60) Mean	S.D.	Women Form B (N=46) Mean	S.D.	Women Form C (N=43) Mean	S.D.
	I. NEW FAMILY NEXT DOOR												
1	good-bad	2.35	.92	2.27	.92	2.33	.93	2.32	.77	2.58	.83	2.60	.90
2	safe-unsafe	2.32	.97	2.05	1.03	1.86	.97	2.38	.90	2.28	1.03	1.86	.94
3	angry-not angry	4.65	.72	4.34	1.01	4.44	1.00	4.15	1.00	4.20	1.24	4.44	.88
4	friendly-unfriendly	1.82	.71	1.86	.92	1.84	.88	1.83	.72	2.00	.89	2.12	.85
5	sympathetic-not sympathetic	2.48	1.01	2.16	1.11	2.63	1.30	2.65	1.10	2.46	1.21	2.19	.96
6	nervous-calm	4.10	1.03	3.84	1.08	4.26	1.04	3.73	1.25	3.91	1.28	3.98	1.06
7	happy-sad	2.40	.63	2.41	.89	2.58	.80	2.68	.70	2.63	.77	2.67	.68
8	objectionable-acceptable	4.28	1.01	4.23	1.11	4.09	1.14	4.05	1.08	4.33	.97	4.19	.93
9	desirable-undesirable	2.65	.92	2.38	.93	2.51	.95	2.67	.90	2.70	1.01	2.84	.81
10	suspicious-trusting	3.68	1.10	3.77	.97	3.84	.94	3.50	1.07	3.20	1.15	3.67	.86
	II. MAN RAPED WOMAN												
11	affection-disgust	4.28	1.01	4.20	.75	4.32	.83	3.85	.95	3.94	1.04	4.09	1.15
12	relish-repulsion	4.45	.78	4.23	.79	4.39	.82	4.00	.86	4.23	.79	4.39	.82
13	happy-sad	4.45	.82	4.25	.90	4.58	.68	4.02	1.00	4.15	1.12	4.37	.87
14	friendly-hostile	4.30	.85	3.80	.75	4.21	.86	3.78	.92	3.70	.94	3.79	.96
15	uninvolved-involved	3.08	1.23	2.66	1.32	2.98	1.28	2.52	1.35	2.17	1.22	2.44	1.05
16	hope-hopelessness	3.50	.72	3.34	.96	3.10	.77	3.15	1.10	3.33	1.03	3.21	.94
17	aloof-outraged	3.65	1.08	2.98	.92	3.46	1.14	2.80	1.09	2.83	1.12	3.02	1.04
18	injure-kill	2.05	1.06	2.12	.94	2.28	1.10	2.08	.96	2.17	1.00	1.84	1.00
19	safe-fearful	3.40	1.22	2.84	1.06	3.25	1.14	2.80	1.09	2.28	1.19	2.67	1.11
20	empathetic-can't understand	3.10	1.24	2.77	1.04	3.14	1.16	2.62	1.11	2.44	1.29	2.74	1.22

[a] Scale A to E (Numerical equivalent, 1 to 5)
[b] See Table 1 for complete situation.

Table 2

Means and Standard Deviations for the Australian SAS[a] (continued)

ITEM NO.	SITUATIONS[b] BIPOLAR ADJECTIVE DIMENSION	Men Form A (N=40) Mean	S.D.	Form B (N=56) Mean	S.D.	Form C (N=57 Mean	S.D.	Women Form A (N=60) Mean	S.D.	Form B (N=46) Mean	S.D.	Form C (N=43) Mean	S.D.
	III. MAN SELLING MAGAZINES												
21	relaxed-startled	3.45	1.01	2.75	1.28	2.72	1.15	2.92	1.22	2.52	1.11	2.49	1.39
22	receptive-cautious	4.22	1.07	3.16	1.33	3.65	1.22	3.72	1.28	3.26	1.32	3.93	1.06
23	excited-unexcited	3.85	1.12	3.70	.99	4.00	1.07	4.03	1.04	3.94	1.06	4.16	1.09
24	glad-angered	3.42	.71	2.93	.68	3.30	.78	3.13	.89	2.76	.99	3.35	.69
25	pleased-annoyed	3.80	.85	3.18	.97	3.44	.96	3.45	.89	3.13	.91	3.81	.79
26	indifferent-suspicious	3.38	1.35	2.36	1.23	2.54	1.35	3.07	1.27	1.94	1.14	2.51	1.47
27	tolerable-intolerable	3.05	1.15	2.04	1.08	2.40	1.29	2.47	1.10	1.74	.88	2.30	1.01
28	afraid-secure	2.80	1.04	3.36	1.15	3.56	1.07	3.82	1.02	3.83	1.16	3.81	.88
29	friend-enemy	3.12	.91	2.57	.87	2.77	.87	2.88	.86	2.46	.75	2.91	.90
30	unprotected-protected	2.92	1.10	3.18	1.22	3.33	1.02	3.62	.98	3.78	1.09	3.67	.89
	IV. CORNER OF LOITERING MEN												
31	relaxed-tensed	4.00	1.22	3.93	1.01	3.82	1.10	3.85	.92	3.70	1.23	3.63	1.00
32	pleased-angered	3.45	.60	3.20	.55	3.19	.69	3.22	.74	2.98	.61	3.28	.77
33	superior-inferior	3.32	1.02	2.88	.54	2.82	.63	2.92	.89	3.04	.63	3.00	.69
34	smarter-dumber	2.52	.93	2.70	.63	2.53	.80	2.38	.92	2.35	.77	2.35	.75
35	whiter-blacker	2.65	.77	2.43	.97	2.86	.69	2.85	.61	2.28	.94	2.67	.68
36	aggressive-passive	3.10	1.28	3.77	1.04	3.28	1.03	3.33	1.16	3.33	1.18	3.58	1.14
37	safe-unsafe	4.00	1.01	3.45	1.08	3.42	.92	3.63	1.06	3.44	1.11	3.26	1.22
38	friendly-unfriendly	3.95	1.01	3.09	1.01	3.35	1.09	3.35	1.02	2.78	.73	3.05	.98
39	excited-unexcited	3.22	1.12	3.54	1.06	3.56	.96	3.05	1.11	3.04	1.10	3.07	1.16
40	trivial-important	2.95	1.20	2.59	1.04	2.53	1.02	2.68	1.05	2.44	1.15	2.56	1.01

[a] Scale A to E (Numerical equivalent, 1 to 5)
[b] See Table 1 for complete situation.

Table 2

Means and Standard Deviations for the Australian SSS[a] (continued)

ITEM NO.	SITUATIONS[b] BIPOLAR ADJECTIVE DIMENSION	Men Form A (N=40) Mean	S.D.	Form B (N=56) Mean	S.D.	Form C (N=57 Mean	S.D.	Women Form A (N=60) Mean	S.D.	Form B (N=46) Mean	S.D.	Form C (N=43) Mean	S.D.
	V. FRIEND BECOMES ENGAGED												
41	aggressive-passive	3.52	1.09	4.05	1.28	4.42	.86	3.68	1.11	4.33	1.06	4.44	.80
42	happy-sad	2.02	1.27	1.88	1.14	1.70	1.00	1.95	1.16	1.72	.94	1.84	.97
43	tolerable-intolerable	1.78	.97	1.46	.95	1.53	.95	1.68	.91	1.37	.83	1.40	.66
44	complimented-insulted	2.60	.71	2.36	.82	2.42	.92	2.38	.82	2.26	.90	2.54	.77
45	angered-overjoyed	3.78	.97	3.48	1.03	3.67	.83	3.62	.92	3.67	.82	3.81	.66
46	secure-fearful	2.48	.90	1.91	.96	1.98	1.01	2.47	1.05	1.67	.94	1.88	.82
47	hopeful-hopeful	2.22	.97	1.82	.96	1.98	.99	2.08	1.06	1.80	1.07	1.84	.97
48	excited-unexcited	2.02	1.00	2.05	1.02	2.28	.96	2.13	1.05	2.54	1.33	2.35	1.04
49	right-wrong	2.30	1.28	1.95	1.07	1.93	1.07	2.45	1.13	1.85	.94	2.09	1.09
50	disgusting-pleasing	4.12	1.11	4.04	1.06	4.14	.95	4.07	.95	4.20	1.00	4.16	.75
	VI. STOPPED BY POLICEMAN												
51	calm-nervous	4.48	.88	3.93	1.22	3.79	1.38	3.77	1.17	3.63	1.55	3.98	1.12
52	trusting-suspicious	3.58	1.20	2.20	1.29	2.77	1.36	3.47	1.26	2.76	1.14	3.40	1.16
53	afraid-safe	2.40	1.08	3.36	1.55	3.10	1.29	2.68	1.16	3.22	1.33	2.81	1.22
54	friendly-unfriendly	3.30	1.22	2.57	1.33	2.86	1.25	2.97	1.35	2.76	1.35	3.09	1.19
55	tolerant-intolerant	2.95	1.26	1.93	1.26	2.28	1.25	2.88	1.32	2.11	1.16	2.65	1.15
56	bitter-pleasant	2.78	1.07	3.45	1.25	3.00	1.32	2.73	1.26	2.48	1.21	3.07	1.10
57	cooperative-uncooperative	2.25	1.32	1.55	1.02	1.86	1.09	2.08	1.18	1.76	1.12	1.81	1.01
58	acceptive-belligerent	2.52	1.36	1.79	1.11	2.26	1.17	2.50	1.21	2.15	1.17	2.23	1.02
59	inferior-superior	2.35	.89	2.77	.79	2.84	.84	3.02	.93	3.13	.86	3.16	1.02
60	smarter-dumber	2.75	.90	2.93	.68	2.58	.80	2.47	.96	2.46	.84	2.56	.76

[a] Scale A to E (Numerical equivalent, 1 to 5)
[b] See Table 1 for complete situation.

Table 2

Means and Standard Deviations for the Australian SAS[a] (continued)

ITEM NO.	SITUATIONS[b] / BIPOLAR ADJECTIVE DIMENSION	Men Form A (N=40) Mean	S.D.	Men Form B (N=56) Mean	S.D.	Men Form C (N=57 Mean	S.D.	Women Form A (N=60) Mean	S.D.	Women Form B (N=46) Mean	S.D.	Women Form C (N=43) Mean	S.D.
	VII. PERSON JOINS SOCIAL GROUP												
61	warm-cold	1.75	.81	1.43	.66	1.68	.85	2.15	.90	1.72	.78	1.74	.76
62	sad-happy	3.85	.92	4.23	.89	3.91	1.02	3.85	.78	3.89	.99	3.95	.92
63	superior-inferior	2.50	.72	2.91	.39	2.91	.47	2.77	.59	2.74	.68	2.86	.52
64	threatened-neutral	3.95	1.15	4.61	.91	4.63	.86	4.10	1.12	4.35	1.22	4.70	.55
65	pleased-displeased	1.90	.87	1.68	.83	1.81	.90	2.03	.88	1.96	.84	2.02	.86
66	understanding-indifferent	2.22	1.16	2.23	1.25	2.28	1.31	2.50	1.11	2.63	1.48	2.35	1.27
67	suspicious-trusting	3.90	.84	4.20	1.09	4.16	.84	3.62	1.04	4.09	.86	3.95	.87
68	disappointed-elated	3.25	.49	3.43	.85	3.30	.71	3.42	.62	3.28	.62	3.46	.67
69	favorable-unfavorable	2.00	.75	1.62	.80	1.88	.98	2.08	.91	1.83	.74	1.84	.78
70	uncomfortable-comfortable	3.90	1.22	4.30	.71	4.10	.84	3.52	1.19	3.72	1.31	4.14	.94
	VIII. YOUNGSTER STEALS												
71	surprising-not surprising	3.25	1.43	3.02	1.24	2.88	1.18	3.65	1.35	3.33	1.30	3.44	1.24
72	sad-happy	2.05	1.04	1.84	1.04	2.09	1.12	2.40	.92	2.20	1.02	1.91	.92
73	disinterested-interested	3.90	1.06	3.39	1.19	3.33	1.30	3.55	1.23	3.65	1.18	3.23	1.25
74	close-distant	3.28	1.15	3.23	1.24	3.07	1.27	3.05	1.21	3.15	1.25	3.37	1.27
75	understandable-baffling	2.52	1.24	2.34	1.10	2.46	1.09	1.85	.90	1.94	1.06	2.40	1.09
76	responsible-not responsible	2.82	1.30	3.30	1.13	3.32	1.07	3.48	1.31	2.89	1.12	3.60	1.20
77	concerned-unconcerned	2.30	1.28	1.95	.96	2.19	1.34	2.82	1.42	2.06	1.10	2.44	1.16
78	sympathy-indifference	2.72	1.15	2.29	1.09	2.40	1.21	2.95	1.48	2.37	.85	2.74	1.16
79	expected-unexpected	3.30	1.04	3.18	1.15	3.23	1.00	2.58	1.09	2.85	1.13	3.26	1.03
80	hopeful-hopeless	3.20	1.02	2.96	1.22	2.86	1.09	2.80	1.02	2.94	1.00	2.77	1.09

[a] Scale A to E (Numerical equivalent, 1 to 5)
[b] See Table 1 for complete situation.

Table 2

Means and Standard Deviations for the Australian SAS[a] (continued)

ITEM NO.	SITUATIONS[b] BIPOLAR ADJECTIVE DIMENSION	Men Form A (N=40) Mean	S.D.	Form B (N=56) Mean	S.D.	Form C (N=57 Mean	S.D.	Women Form A (N=60) Mean	S.D.	Form B (N=46) Mean	S.D.	Form C (N=43) Mean	S.D.
	IX. CAMPUS DEMONSTRATION												
81	bad-good	3.65	1.10	3.80	1.00	3.74	1.17	3.73	1.02	3.76	1.27	3.56	1.16
82	understanding-indifferent	2.20	1.18	2.20	1.07	2.19	1.42	2.27	1.31	2.22	1.25	2.81	1.31
83	suspicious-trusting	3.32	1.16	3.50	.85	3.56	1.12	3.03	1.12	3.24	1.03	3.09	.95
84	safe-unsafe	2.22	1.12	2.12	1.08	2.00	1.04	2.30	1.08	2.02	1.08	2.28	1.05
85	disturbed-undisturbed	3.38	1.15	3.11	1.20	3.61	1.26	3.63	1.07	3.35	1.30	3.42	1.28
86	justified-unjustified	2.20	1.04	2.25	1.00	2.21	1.00	2.42	.87	2.00	.99	2.51	1.01
87	tense-calm	3.35	1.23	3.55	1.16	3.61	1.15	3.63	1.07	3.44	1.20	3.49	1.12
88	hate-love	3.25	.71	3.27	.67	3.23	.60	3.18	.68	3.22	.79	3.09	.72
89	wrong-right	3.52	1.28	3.55	1.17	3.65	1.01	3.55	.83	3.72	.96	3.35	.87
90	humorous-serious	3.58	1.06	4.30	.81	3.86	.95	3.17	1.11	4.06	1.16	3.51	.96
	X. ONLY PERSON STANDING												
91	fearful-secure	3.68	1.16	3.50	1.31	3.86	1.01	3.55	1.10	3.30	1.15	3.95	1.00
92	tolerable-intolerable	2.10	1.26	1.86	1.10	2.10	1.28	1.97	1.09	2.20	1.17	2.28	1.24
93	hostile-indifferent	4.10	1.17	4.14	1.09	4.09	1.12	4.27	1.02	4.35	.85	4.00	1.20
94	important-trivial	3.88	.88	3.91	1.27	4.10	1.10	4.37	.94	4.07	1.10	4.12	1.07
95	conspicuous-inconspicuous	2.40	1.26	1.79	1.12	2.49	1.34	2.35	1.22	1.87	1.18	2.54	1.30
96	calm-anxious	2.30	1.30	2.71	1.25	2.10	1.10	2.32	1.17	2.70	1.21	2.23	1.17
97	indignant-understanding	3.72	1.06	3.84	1.19	3.56	1.22	4.02	.98	4.02	.93	3.54	1.18
98	comfortable-uncomfortable	3.12	1.50	3.57	1.25	3.98	1.40	3.25	1.23	3.20	1.36	2.95	1.21
99	hate-love	2.78	.66	3.30	.78	3.09	.64	3.07	.71	3.20	.50	3.05	.65
100	not resentful-resentful	2.45	1.38	1.73	1.00	1.95	1.20	2.02	1.13	1.22	1.09	2.14	1.36

[a] Scale A to E (Numerical equivalent, 1 to 5)
[b] See Table 1 for complete situation.

Table 3

Australian SAS Items Significant* by Form, Sex or Form X Sex

	Form			
Sex	A vs B	A vs C	B vs C	Form X Sex
7, 9, 10, 11, 12, 13, 14	17, 19, 21	2, 21, 26	19, 22, 24	5, 25, 33, 36
15, 17, 19, 20, 21, 27, 28	22, 24, 25	37, 38, 41	25, 27, 29	51, 56, 63, 76
30, 34, 38, 52, 56, 59	26, 27, 29	46, 49, 52	35, 52, 55	
60, 61, 65, 66, 70, 71	35, 38, 41	53, 55, 61	90, 91, 95	
75, 77, 79, 83, 90	46, 49, 52	63, 64, 67	96, 97	
	53, 54, 55	70, 90		
	57, 58, 61			
	63, 64, 67			
	69, 70, 77			
	78, 90, 95			
	96, 99, 100			

*Using Analysis of Variance at .05, using Searle's (1971) decision rules on the order of computation of effects and Scheffe´(1959) post hoc tests at .10.